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ABSTRACT

Empirical data on the explicit and implicit roles played by staff developers in structuring a multicultural staff development program for teachers are presented in this paper. Methodology involved participant observation; document and content analyses; a teacher survey; and seven interviews with school district administrators, principals, subject area coordinators, staff developers, and teachers in an urban school system implementing a multicultural curriculum program in grades 4-8. Findings indicate that despite institutional and personal barriers, staff developers played significant roles in conducting demonstration lessons, linking curriculum and staff development, and maintaining teacher interest. A paradigm for integrating staff and curriculum development is developed, based on the following recommendations: clearly defined expectations; requirements for multicultural teaching in teacher evaluation; coordination at the state, district, and school levels; provision of long-term fiscal support; and periodic evaluation. One figure illustrating the paradigm is included. Appendices outline the philosophy and goals of multicultural education. (59 references) (LMI)

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Supporting Teachers in a Multicultural School Environment
An Analysis of the Role of a Staff Developer

A paper presented at the annual meeting of the
American Educational Research Association
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Chicago, Illinois

by

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Overview

Multicultural education must be regarded as a movement for educational reform in the schools. The nature of multicultural education requires a major change in philosophy of teaching, teaching behaviors, school curricula and classroom environments which should be implemented through a carefully designed program. There is a critical need for multicultural teacher training programs within the schools, so that teachers can gain the necessary knowledge, skills and attitudes for multicultural instruction. Staff developers can play a critical role by providing direct support and assistance to teachers in a classroom setting. A staff developer can be defined as suggested by Rauh(1980) as an experienced resource or peer coaching teacher who provides support to teachers for the improvement of their teaching practice. This research paper is based on my dissertation study: *Supporting Teachers in a Desegregating School System: An Analysis of the Role of a Staff Developer*. The study provides documentation of my experience, as one of six staff developers, in a federal and state funded school desegregation plan in an urban school system who supported teachers with the development and implementation of multicultural curricula and elementary classroom environments over a seven year span (1980-1987).

Statement of the Problem

A well designed staff development program can make a difference in the successful achievement of multicultural educational goals. However, there are several organizational, political, social, economic and educational factors that result in institutional barriers that can impede the implementation of multicultural staff development programs and impact on the role of the staff developer. Some specific problems that were encountered in the research site included: (1) conflicting and overlapping program goals and priorities; (2) an inconsistent decision making process;

(3) differing philosophical perspectives for multicultural education; (4) varying perceptions of the staff developer's role; (5) variations in the staff developer's role functions over time.

The dissertation study focused on two main research questions in order to analyze the institutional and personal barriers that impacted on the staff developer's role and the development of multicultural programs:

I. How should a multicultural staff development program be designed and implemented?

II. How can staff developers play a significant role in structuring a multicultural staff development program for teachers?

For this paper, I will concentrate on presenting the data analysis, summary and conclusions that answer the second research question on the significant role that staff developers can take in the structuring multicultural staff development programs for teachers. As stated previously, staff developers have been identified as peer teachers and coaches supporting other teachers in the development and implementation of curricula and teaching strategies. Although this is one critical aspect of a staff developer's role, Little(1981) is the one of the few researchers who provides empirical evidence and/or case studies of teachers and staff developers working together to improve the curriculum within context of urban desegregated schools. In addition, these research studies have not given specific detailed empirical descriptions of the work of a staff developer working within the context of a multicultural staff and curriculum development program. Therefore, this study provides empirical data on the explicit and implicit role functions of a staff developer within an urban desegregated school system in the process of implementing a multicultural curriculum program in elementary schools, grades 4-8.

Theoretical Perspectives

Multicultural education is based on the reality of ethnic and cultural diversity in American society. Baker(1983) states that schools have a responsibility for transmitting the culture of all students in a free and democratic society. American schools can foster respect for different cultural groups through the school curricula and environments. Cultural diversity, cultural pluralism and pluralistic environments are basic concepts for understanding multicultural education. Multicultural education is education that values cultural pluralism. There is an extensive body of research and literature which supports these premises that multicultural education is necessary for teachers and students to function in pluralistic environments such as desegregating schools.

Empirical and theoretical research by several educators such as: (Banks,1981,1986,1987; Baker,1983; Gay,1980,1986; Grant,1977 and Suzuki,1979) have indicated the significance of the school curriculum and environments in fostering respect and understanding of cultural diversity in American society as well as the need for developing teacher education programs to implement multicultural education in the schools. Banks(1977,1981,1986) suggests that teachers must develop an appreciation and respect for diversity as well as multicultural understandings and attitudes in order to function in culturally diverse schools.

Equally important to the development of multicultural education is the nature of teacher-pupil interactions, teacher attitudes and expectations for the academic achievement of students in culturally diverse classrooms. Ogbu(1978) has indicated that students' academic achievement will improve when there are programs available for strengthening the curriculum, training teachers and fostering interracial acceptance in the schools.

Researchers such as:(Joyce & Showers,1982; Little,1981; Lieberman and Miller,1979) have indicated that staff developers can play a key role in the planning, training, implementation and maintenance stages of a school-based staff development program.

As suggested by Gay(1980), multicultural teacher education should have four fundamental dimensions: *theory, philosophy, cognition and pedagogy*. Gay(1986) states that effective performance of teachers in classrooms presupposes cognitive competence of the subject matter they teach, sensitivity to the unique characteristics of their students, commitment to a value system which prizes human diversity and mastery of techniques for maximizing curriculum relevance and student learning. Therefore, multicultural teacher education programs should include a curriculum design based on the interrelated components of *knowledge, attitudes and skills*.

Baker(1983) suggests a three stage model for training teachers to teach multicultural education. The three stages suggested by Baker are: *acquisition, development and involvement*. Utilizing these theoretical prespectives and approaches as well as the related literature on the effective development of staff development programs in general, such as the work of (Wood et al,1981; Loucks-Horsley,1987) as a theoretical framework, the data were analyzed to answer the two main research questions for my study.

Qualitative Methodology

Data Collection

The data collection for this study was conducted through the qualitative methods of participant-observation, document analysis, semi-structured interviewing and content analysis as suggested by (Goetz and LeCompte,1984; Schatzman and Strauss,1973; and Miles and Huberman,1984). I was able to gather data as a participant-observer during my practice a a staff developer. As a consequence of working in

the school system for seven years, I was able to accumulate empirical data as well as maintain a file of documents on my practice working with teachers and students and the progress of the staff development program. The documentary data that were collected and analyzed consisted of the following:

(1) daily logs of classroom activities;
(2) multicultural curriculum units and lesson plans;
(3) minutes of staff developers' meetings;
(4) school department memoranda;
(5) school system program evaluation reports;
(6) state department of education memoranda related to the staff development program;
(7) state department of education grant proposals and program evaluation reports of the staff development program;
(8) teacher workshop materials and documents;
(9) teacher questionnaire and survey of the staff development program;
(10) student questionnaire on the staff development program.

The data collected through my research as a participant-observer included my classroom observations and teacher curriculum development workshop notes and plans became my field notes on the staff development activities in the school system. Participant observation as described by Goetz and LeCompte (1984) is viewed as a nonjudgemental strategy for acquiring data to depict social groups and cultural scenes authentically. Ethnographic researchers take part in the daily activities of people reconstructing their interactions and activities in field notes;included in these field notes are interpretative comments based on the researcher's perceptions. My perceptions, interpretations and comments are described as part of my initial analysis of the data.

Data Analysis

According to Goetz and LeCompte (1984), ethnographic techniques such as participant-observation require an initial constructive phase of analysis wherein conceptual categories embedded in the social phenomena are discovered. When I initially examined the data that were collected, five critical issues or categories emerged which became the basis for separating and categorizing the data in order to answer the two main questions for the study.

Categorical Questions for Data Analysis

The five categorical questions that were developed are as follows:

(1) *How were the goals and priorities determined for the staff developers' role and the staff development program? What was the role of the staff developers in establishing and and translating these goals into staff development activities?*

(2) *Who was involved in making decisions for the staff developers' role and the staff development program? How did this situation affect the staff developers?*

(3) *How did the staff developers' role change over time?*

(4) *What were the perceptions of the staff developers' role by teachers, principals and other school administrators?*

(5) *How did I work with teachers within these parameters of the the staff development program to create multicultural curriculum units and classroom environments? What principles and knowledge guided my practice?*

Data Analysis Techniques

A note taking procedure was developed to record, code and categorize the data from the collected documents such as letters, memoranda, grant proposals, meeting minutes, program and evaluation reports, lesson plans and curriculum units. Each document was marked with the corresponding categorical question number. Then I developed a master sheet on which I listed and briefly described each of the documents related to the categorical questions. Content analysis as suggested by Corwin (1983) included systematic counts of references made to specific events in the documents such as minutes of meetings, program reports and letters. This qualitative methodology allows the researcher to analyze the written evidence and verify the key events that have occurred.

Semi-structured interviews were conducted with school district administrators, principals, subject area coordinators, staff developers and teachers. Semi-structured interviews as suggested by (Goetz and Le Compte, 1984) consist of prepared questions relevant to the study that are predetermined by the researcher. Seven interviewees were selected because of their knowledge and perspectives on the staff developers' role and the staff development program. Most of the interviews lasted on average from 30 minutes to an hour; these interviews were recorded and transcribed. Due to time constraints, two interviews were conducted by telephone. These transcribed interview responses were coded and then categorized for analysis according to the related study questions. A teacher questionnaire and survey was distributed to teachers that I worked with at the end of the 1986-1987 school year to obtain additional data on the teachers' perceptions of my role as a staff developer.

Limitations of the Study

In order to control bias and provide critical analysis of the data collected through participant observation and document and content analysis, the data were triangulated within each category by comparing my participant observation and staff development activities

field notes, the content analysis of the documents such as school department and state education department reports and the data from semi-structured interviews with administrators, teachers, students and other staff developers. For instance, the interviewed teachers' perceptions of the classroom lessons, workshops and curriculum units were compared to my classroom observation notes on teachers and students working on multicultural curriculum and then to the annual supervisory evaluations of my practice. Minutes from the staff developers' meetings concerned with the goals for the staff development program were compared to the administrators' interviews and the school department memoranda on program goals. Interview responses from teachers concerning their perceptions of the role of the staff developer were compared to the staff developers' perceptions of their own role and the administrators' perceptions of the staff developers' role. While it is difficult to completely eliminate subjective analysis of qualitative data, the triangulation of the data as described provided alternative analyses of the data which were described in the study and therefore, helped to control bias in the study.

Research Analysis and Findings

I examined, categorized and analyzed the data, so that I could reflect on my practice within the organizational structure of the staff development program. The analysis revealed that there were several organizational, political, philosophical, educational economic and historical factors that resulted in institutional and personal barriers that affected the implementation of the staff development program and the role of the staff developer. Each categorical research question is restated below with a summary of my initial analysis indicated under the questions followed by the research findings.

1) *How were the goals and priorities determined for the staff developers' role and the staff development program? What was the role of the staff developers in establishing and translating these goals into staff development activities?*

The primary goals for the staff development program shifted from multicultural education to the mastery of basic skills in writing, reading, and mathematics to curriculum development in social studies, language arts and mathematics. The overlapping program goals often caused conflicts in prioritizing staff development activities.

and

(2) *Who was involved in making decisions for the staff developers' role and the staff development program? How did this situation affect the staff developers?*

The coordination of the staff developers' program and the operation of the staff development program overlapped in several administrative levels. The Desegregation Office funded the program, but a central office administrator supervised the staff developers. The goals and content of the program were determined by two central office administrators, three curriculum coordinators and the six staff developers.

and

(3) *How did the staff developers' role change over time?*

The shifting goals and priorities for the staff development program created a change in the role of the staff developers. This role shifted from that of a resource teacher and a change agent to a master teacher and a curriculum developer.

The research findings for each of these three categorical guiding questions can be summarized as follows:

Organizational

When the program began, in 1980, the goal setting for the staff development program and the staff developer's role were developed through a top-down process within the organization of the school system. The original federal school desegregation grant (ESAA) and the subsequent state department of education grant (Chapter 636) outlined the role functions for the staff developer. The staff developers' role was to support teachers in the development of a multicultural curriculum which would enhance the desegregation process. This school system's staff development program was organized as a "loosely coupled" structure as described by McNeil (1986) with the staff developers working independently with teachers as "self-starters" and decison makers in each of the schools. The staff developers as a group supported 120-150 teachers in grades 4-8, each year, either through classroom activities or monthly in-service workshops. Approximately 48% of the total elementary teaching staff received some form of staff development assistance. On average, each staff developer worked directly in classrooms with 40-50 teachers over the seven year period.

Economic

The staff development program was initially funded through a federal grant (ESAA) and subsequently through a state department of education grant. These external funding sources affected to some degree the perceptions of the staff developers and the staff development program. The staff developers were viewed by other school personnel as being on "soft money", therefore, there was some skepticism about the longevity of the program. Each year, the staff developers and school district administrators rewrote and revised the grant proposal which undermined the security of the staff developers.

Philosophical

Each staff developer had to determine an individual vision of what their work meant in terms of achieving multicultural goals in the schools. During the initial phases of the program, there was often tension among staff developers over the conflicting views and interpretations of the multicultural education goals, objectives and philosophy such as the cultural pluralism view (ethnic heritage) the cultural differences view ("salad bowl") and the racism paradigm view (ethnic /racial stereotyping).

Historical

The school system had a long history of neighborhood schools with a specific ethnic or socio-economic character, therefore, some teachers had limited exposure to teaching and working in a culturally diverse setting. In those schools that were most segregated prior to implementation of the multicultural education staff development program, the staff developers experienced tension, resistance and hostility towards efforts to implement the multicultural curriculum approach.

Political

The teacher resistance that resulted as the staff developers began the process of implementing multicultural education in the schools had several causes: teacher union actions resulting from retention of minority teachers due to an affirmative action mandate, racist attitudes and lack of understanding of the multicultural goals that had been established by the school department administrators. Several teachers sent angry letters and there were hostile reactions to multicultural teacher workshops. Statements were made such as: "I'm tired of hearing about multicultural education". These reactions were powerful factors which resulted in the shift in focus for the multicultural education program as well as a change in the role of the staff developer. So that the multicultural education goals became more of a thread in the

subsequent staff development programs. The multicultural goals for teacher sensitivity in culturally diverse classrooms and positive expectations for students academic achievement became implicit, indirect and "hidden" goals embedded within other staff development programs such as the writing process and a new system-wide reading program.

Educational

The primary educational goals that were identified in the Desegregation Office report (1981) were stated as follows:

(1) The development of multicultural curriculum to support desegregation;
(2) The multicultural curriculum would be infused through the basic skills;
(3) The narrowing of the gap in academic achievement between minority and non-minority students;
(4) A multi-ethnic staff to serve as role models for the student population;
(5) Equal educational opportunity for all students.

The primary mode for presenting the multicultural curriculum revisions was through demonstration lessons modeled and conducted by the staff developers in classrooms. Staff developers were required to keep abreast of recent educational trends in elementary language arts (writing), reading, social studies, mathematics and computer education as well as multicultural education in order to plan for the integration of basic skills improvement with revision of the curriculum areas to reflect the multicultural perspective. The staff developers played a key role in determining, establishing and translating the goals for the multicultural staff development program. The needs assessment and system-wide multicultural teacher workshops were designed by the staff developers to help teachers examine and revise the curriculum, so that it reflected a multicultural perspective. School-based teacher

training, the development of instructional leadership teams and the workshops were designed by the staff developers to help teachers gain skills in implementing a multicultural curriculum.

Clearly the missing piece in all these efforts was the lack of imput from classroom teachers in the initial phases of the staff development program which resulted in weakening the organizational framework of the program. As suggested by Wood, Thompson and Russell(1981) teachers need to have control over their learning; many adults experience fear of changes and new approaches. Teachers were not given clear expectations as to their role in implementing a multicultural perspective on the curriculum and classroom environment, especially the need to change and improve their attitudes toward minority students. Wood et al (1981) suggest that a staff development program take place in five stages: *Readiness, Planning, Training, Implementation and Maintenance*. The *Readiness* stage allows for the development of awareness, commitment and goal setting. The *Planning* stage should focus on organizing the staff development program with a specific mission, goals and objectives through a collaborative process that includes not only teachers, but principals and school district administrators.

There should have been more opportunity for teachers to go through the readiness and planning stages in order to develop an awareness and commitment for setting goals for the multicultural staff development program. The original program goals were determined by school district administrators without imput from teachers and principals. The staff developers translated the goals into practice through their work with teachers in the schools. It was the staff developers, individually and as a group, who interpreted and restated the multicultural education goals into a working philosophy and organized the school-based program.

After 1984, the staff development program goals shifted so that it became an integral part of the curriculum development process in the schools. As a consequence, the staff development program became more institutionalized within the school department; five new staff developers joined the staff development team making a total of 11 staff developers who had responsibility for assisting teachers with the basic skills improvement in the areas of writing, reading, mathematics and computer education.

Institutional Barriers

The interview data supports this analysis of the change in focus for the multicultural goals for the school system. When the school district administrators responded to the interview questions on areas for improvement in the staff development program, they felt that more could have been done to help raise the educational achievement levels of minority students. They indicated that there were still some unmet needs in terms of teacher expectations and the academic performance of minority students. Principals felt that more joint effort was needed; everyone should have been in agreement through a stated policy that there was a need to focus on the academic achievement of minority students. It was apparent to both district level administrators and principals that the explicit goals for basic skills improvement were more direct than the implicit multicultural goals for changes in teacher attitudes and improvement in the academic achievement of minority students. An examination of the documents such as minutes of a staff developers' meeting indicated that the staff development team agreed that a major barrier in the program was the lack of a policy statement for the expectations for improvement of teacher knowledge and growth; rather the emphasis was on improvement of students' basic skills achievement as demonstrated on state-wide assessment tests.

At the superintendent's cabinet level, in 1986-87, there were questions about the role of the staff developers and their work in the schools. There was concern about the need to evaluate and assess the outcomes of the program which had not been done at anytime. As stated in the superintendent's school department memorandum:

> There is a need to review the content of the current staff development program and the present system of assigning staff developers to ensure equity and a model that leads to change in teacher behavior and attitudes as well as positive feelings about the services.

In 1987, the state desegregation office requested an evaluation of the staff development program; specifically, the state office expected that the goals and objectives would be stated in measurable terms. The program was evaluated by teachers as providing good to excellent collegial and professional support.

Research findings on the last two categorical questions concerning the staff developer's role were summarized as follows:

(4) *What were the perceptions of the staff developers' role by teachers, principals and other school administrators?*

The staff developers were perceived differently by central office administrators, principals, and teachers. There were different expectations for the staff developers' work in the schools. These differing perceptions and expectations for the staff developers also caused difficulty in establishing priorities for the staff development activities.

The staff developers were responsible to administrators at three levels: the school principal; the staff development program director, and a school district elementary education director.

The central office administrators also expected that the staff developers would give support to the building principals as well. An excerpt from a school department plan can illustrate these revised perceptions of the staff developers' role:

1.1 B Staff developers working in their own areas of expertise are assisting in the research, conceptualization, development, implementation and evaluation of curriculum units.

1.4 C Staff developers are supporting and encouraging teachers in the experimentation, evaluation and dissemination of curriculum.

2.2 E Staff developers working in their areas of expertise, support a multicultural approach in all academic disciplines/curriculum areas.

The data from the semi-structured interviews that I conducted with principals and school district administrators indicated that their perceptions of the role of the staff developers was to help teachers improve their teaching practice by developing a language to talk about their practice. Building principals stated that staff developers promoted collegiality among the teachers. As one building principal put it "staff developers can energize and activitate teachers." "Staff developers can help teachers to gain confidence in themselves and take leadership roles in the schools." However, principals also expressed their concern over the inconsistent assignment of the staff developers to match the specific educational and curriculum needs of the individual schools.

There was a concerted effort by the school district elementary education director and other school district administrators to maintain a non-supervisory status for the staff developers' role. There was concern that the staff developers would not be able to establish a trusting relationship with teachers, if they were perceived as supervisors. There was an expressed concern that staff developers would not be able to spend the majority of their time in direct delivery of support and assistance to teachers, if they were supervisors.

Because the staff developer - teacher relationship was not clarified, questions about the authority and the role of the staff developer in helping teachers to change their practice continued - Did the teachers have to accept the staff developers' ideas and suggestions? Who was mainly responsible for developing these multicultural curriculum programs?

Staff developers were perceived by curriculum coordinators as role models, master teachers, change agents and curriculum developers. They stated that the staff developers helped to make connections between curriculum revisions and staff development. The coordinators felt that without the support of the staff developers the new teaching strategies in the basic skills would not have been integrated into the teachers' repertoires. Both groups recognize the significant role the staff developers played in implementing the basic skills programs in language arts, social studies and mathematics.

The data from both the school department survey of teaching and the state department of education staff development program evaluation report(1987) indicated that teachers perceived the staff developers' role to be more of a resource teacher. Teachers indicated that the materials and demonstration lessons provided by the staff developers were helpful in expanding their knowledge of the subject area. They benefited by the opportunities to have hands-on curricula experiences and discuss the curriculum ideas and units with the staff developer. The teachers viewed the staff developers' demonstration lessons as enrichment activities for the students and they were concerned when there were interruptions of the staff developers' classroom work due to other responsibilities. The lack of time for planning and additional teacher training was consistently mentioned in the survey. However, most teachers believed that the time that they spent with the staff developer contributed significantly to their development as a teacher.

Therefore, the staff developers' role was subject to continual layering of responsibilities. First, multicultural education, then basic skills improvement as well as curriculum revision and development. Staff developers were expected to function in a supportive role with teachers in these areas as well as act as liaisons to the curriculum coordinators. In addition, each staff developer had a specific area of expertise, social studies, language arts, mathematics or computer education. The school assignments were based on these curriculum areas according to the needs and interests of the individual schools. Among the staff developers, there was constant confusion over their primary role. Was it to change and improve teaching practice in the basic skills areas? Raise students' basic skills test scores? Develop multicultural curriculum? The staff developers continued to "muddle through" these concerns as they worked with teachers to integrate the teaching strategies for the basic skills in language arts, social studies, computers and mathematics with the introduction and implementation of revised or new curriculum units in each area. According to the interview data and direct discussions and conversations on the role of the staff developer, The staff developers perceived themselves as curriculum developers, master teachers and change agents.

(5) *How did I work with teachers within these parameters of the staff development program to create multicultural curriculum units and classroom environments? What principles and knowledge guided my practice?*

At least 80% of the staff developer's work in classrooms consisted of the teachers observing the staff developer's demonstration lessons. These demonstration lessons were the primary means of training teachers and presenting new strategies. The demonstration lessons incorporated new knowledge, teaching strategies, and curricula as well as the "hidden agenda" for multicultural perspectives on the curriculum and positive teacher attitudes and expectations for minority students.

Each staff developer functioned individually in different schools, therefore, I had to coordinate the planning and preparation of demonstration materials as well as the process for presenting and reviewing the new teaching strategies and materials with the teachers in each of my assigned schools. I always began my relationships with teachers by discussing their current instructional program. Then we discussed the new curricula, teaching approaches and materials that I would demonstrate and share with them. These initial visits and discussions enabled me to plan and develop a sequence of staff development activities for blocks of time such as a six to eight week period.

This was a critical step in establishing rapport with the teachers and gaining their confidence. Most of the teachers that I worked with were veteran teachers with 15-20 years in the school system. By making connections to the teacher's current program and plans for the classes, I was able to encourage them to try some of the multicultural curricula and teaching strategies. My day in the schools was organized into blocks of 45 minute demonstration lessons. Usually I would meet with the teacher afterwards to discuss their reactions to the materials and the strategies and plan for the subsequent lessons. This was an important stage in the staff development process as we talked about the strategies and shared ideas in order to common to a common understanding of these teaching practices. The opportunities for peer observation of the teachers by the staff developers with coaching and feedback as suggested by Joyce and Showers (1980) had to be negotiated and rarely did a staff developer observe a teacher. Some of the reluctance to observe the teachers was based on the concern that staff developers not be viewed as evaluators or supervisors of the teachers. Sometimes, teachers were resistant to adopting the strategies presented by the staff developers.

In order to be prepared for the development and presentation of multicultural and basic skills teaching strategies, the staff developer had to be a learner too! I attended curriculum conferences, seminars, in-service workshops and college courses to keep abreast of the recent trends in multicultural education, the writing process and the teaching of reading that were part of the staff development program. Each year, I attended annual conventions such as the regional council on the social studies to gain knowledge and gather materials relevant to our programs. I conducted curriculum research in libraries, museums and educational agencies to develop new curriculum units in social studies. If it were not for these research activities, it would have been difficult to develop some of the teacher resource packets that I presented and disseminated in the schools.

Although, the modeling of positive teachers behaviors and demonstration of new strategies and multicultural curriculum content may not have fostered major changes in teachers' behaviors, it did begin to help reluctant teachers to see the strategies and to think about how they would use them. As stated by one of the teachers that responded to my questionnaire:

> I will refer to the information presented and prepare follow up lessons using the materials given to me during the [demonstration] lessons. I have been getting library books so that the class can expand or reinforced what was introduced.Some of the material integrates well into what we are already doing in class expanding on the material we have covered. The content and concepts presented followed a logical progression and stressed and reinforced the basic skills and general knowledge.

The staff developers' modeling approach collapsed the Training and Implementation stages, as suggested by staff development theories such as Wood (1981) into one stage with the staff developers training and implementing a program within a classroom simultaneously. If I worked long enough in a school, then I would have the opportunity to support teachers through the Maintenance stage as they transferred the new strategies into their teaching repertoires. The modeling approach based on demonstration lessons was a very slow approach for fostering teacher professional growth and change. But, this approach did have additional effect of presenting new multicultural content, basic skills improvement strategies and positive attitudes to students directly so that there was an immediate implementation of the multicultural curricula and teaching strategies prior to the transfer of these skills by the teachers into their practice.

Personal Barriers

When I became a staff developer in 1980, I did not realize how demanding and challenging the position would be. Being a staff developer required a tremendous investment of my time, effort, psychological and emotional energy. As a minority educator and staff developer, I experienced psychological and social tension working as a change agent with a "hidden agenda" for multicultural education. Although, I have always accepted and welcomed challenges, this position was probably the most challenging; it required self-confidence, self-knowledge and a vision of what the culturally diverse teaching-learning situation can be. There were differences between my perspective on the priority of multicultural education goals and the perspectives of some of the teachers and staff developers with whom I worked. The multicultural education literature described earlier guided my thinking and conceptualization of the nature of a pluralistic learning environment. I developed multicultural teaching guidelines and goal statements to encourage teachers to develop pluralistic classroom settings where all students have an equal educational opportunity and can achieve to their highest potential. (see appendix)

Summary and Conclusions

The summary and conclusions of this study addresses the organizational, historical, political, philosophical, economic, and educational factors which resulted in institutional and personal barriers that affected the implementation of the staff development program and the role of the staff developer as well as the steps that can be taken to overcome these barriers. Several organizational factors impeded the progress of the original multicultural staff development program when it was initiated which resulted in teacher resistance to multicultural outcomes for school desegregation process: (1) the lack of broad-based goal setting; (2) lack of teacher involvement in the decision making process; and (3) lack of a policy statement for change in teachers' knowledge, skills and attitudes for multicultural education.

The staff developers encountered the most resistance and hostility in those schools that had historically been most segregated prior to the implementation of the school desgregation plan and the implementation of the multicultural education program. As a consequence, school administrators modified the primary emphasis on multicultural goals; these goals were subsumed under staff development activities focused on the improvement of basic skills in writing, reading, and mathematics. While the basic skills staff development efforts were worthy, to some degree, the reduced focus on multicultural objectives modified the expected outcomes for improved minority students' academic achievement, changes in teacher behaviors towards minority students and understanding of cultural diversity in the schools. Politically, multicultural staff development continued to be viewed by some administrators as more difficult and threatening to teachers than basic skills staff development because of the need to change teacher attitudes and behaviors toward minority students.

The external funding source affected the perceptions of the school faculty towards the staff developers to some extent and made the staff developer's position subject to uncertainty as a result of the annual grant proposal process. The state department of education program goals and expectations needed to be more effectively coordinated with the school district goals and expectations. There should have been a common understanding and coordination between the school system and the external funding agency on how these goals could be achieved.

Although, the staff developers supported teachers and helped teachers to adapt to new curriculum approaches, there were often conflicting philosophical views and interpretations of the multicultural education goals; each staff developer had to determine an individual plan for implementing multicultural education in the schools. The primary educational framework for the multicultural program was through demonstration lessons developed, modeled and conducted by the staff developers. The role of the staff developer often shifted as the program goals shifted which resulted in a layering of the role functions and responsibilties. The overlapping coordination of the staff development program resulted in varying role expectations by other school personnel for the staff developers. The staff developers were perceived differently by school district administrators, principals, curriculum coordinators and teachers as either master teachers, change agents, curriculum developers, role models or resource teachers. For the staff developers, these varying roles often created problems and difficulties in prioritizing staff development activities.

Conclusions

The development of multicultural education can not take place indirectly; the staff developers should not have had to maintain a "hidden agenda" for multicultural education. In an urban desegregated school system with 47% minority student population, it should be the responsibility of all school personnel to support a multicultural education process. Teachers, principals and school administrators must

work together to bring about change and to fully implement a culturally pluralistic educational environment and multicultural curricula. The theoretical perspectives on multicultural education can only work when the organizational structure of the school system facilitates rather than hinders the development of a multicultural perspective.

In order to determine and establish achievable goals for multicultural education, there should have been a collaborative planning process involving teachers, staff developers, principals and school district administrators. A staff development program as suggested by Wood et al (1984) should involve teachers in a sequence of stages such as: Readiness, Planning, Training, Implementation, and Maintenance that make allowances for adult growth and development. The staff development program should have included more time for teachers to be involved in a school-based peer coaching model such as the model suggested by Joyce and Showers (1980); then multicultural curriculum development and implementation could have taken place more effectively through the model suggested by Baker (1986). Within these models there would have been more expectations for changes in teacher knowledge, attitudes and skills.

As indicated by leading multicultural researchers such as (Baker,1986; Banks,1981,1986,1987 and Gay,1980) for effective multicultural teacher training to occur, teachers need to understand how their expectations affect the academic achievement of their students. Teachers need to have sufficient time to: (1) develop a philosophy and commitment ot multicultural education; (2) examine their own ethnicity and (3) gain knowledge of the cultural background of the students that they teach.

In spite of the institutional and personal barriers, the staff developers did play a significant role in structuring a multicultural curriculum development program for teachers as follows:

- Staff developers focused on raising teachers' sensitivity to minority students through a "hidden agenda" for multicultural education;
- Staff developers encouraged and supported teachers' receptivity to new ideas through demonstration lessons that modeled new teaching strategies knowledge and curricula;
- Staff developers helped to make connections between curriculum development and staff development;
- Staff developers helped teachers to examine, talk about and begin to improve their practice;
- Staff developers helped to maintain teachers' interest in curriculum revision;
- Staff developers supported teachers to begin to transfer multicultural strategies into their teaching practice;
- Staff developers supported the school desgregation process in the schools.

The following paradigm suggests an approach for integrating staff and curriculum development, school-based and school district level goals. This paradigm is based on the premise that schools are the center of the educational process, therefore, collaboration between principals, teachers, staff developers and students would be more effective. The multicultural staff/curriculum development paradigm should be viewed as an open-ended model where there is sharing and communication about multicultural teaching practice from grade to grade; there is communication among the principal, teachers, staff developers and school district administrators within the school setting. The school organizational and curriculum goals provide the adhesive for coordinating all the aspects of the school-based staff/curriculum programs wherein:

(1) Principals have responsibility for the supervision of staff development programs in their buildings by providing space, resources, time and support for multicultural staff/ curriculum development;

(2) There is a variety of teacher training activities: study groups,seminar meetings and guest lecturers with peer coaching,observation and feedback provided for transfer of training;

(3) Curriculum planning can be an integral part of the staff development process; piloting, assessing & evaluation of curricula;

(4) Teachers and staff developers can revise new curriculum programs to integrate necessary skills,concepts and content;

(5) Staff developers have sufficient time for workshop presentations,curriculum research and development as well as additional training in peer coaching,multicultural education and curricula content.

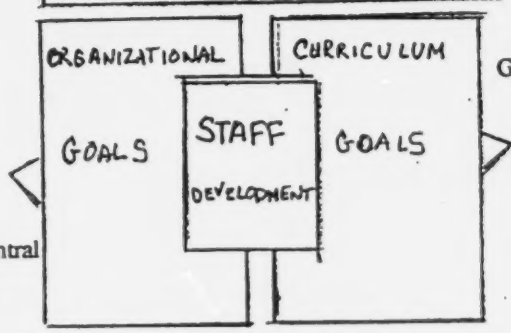
A Multicultural Staff/Curriculum Paradigm For an Integrated Elementary School

School Committee
Superintendent of Schools

Policy for Staff/Curriculum Development
Assistant Superintendent for Curriculum

Director of Elementary Education < > *Curriculum Coordinators*

School Principal
Teachers and Staff Developers



System-wide goals coordinated with school goals; Communication between school and central administrative offices

Grade level teacher teams pilot,share,develop multicultural curriculum; observation,coaching, feedback results in improved teaching

- Periodic cycles of evaluation to assess the acoomplishment of multicultural goals and objectives
- Differentiated staff development activities for various levels of multicultural competencies;
- Supplementary external staff development activities,i.e. conferences,university courses,etc.

Recommendations For Educational Policy Makers, School Administrators and Teachers

- Define clear expectations for multicultural staff development that result in improved teacher behaviors, knowledge and attitudes.
- Establish regulations for demonstration of multicultural teaching as an integral part of the teacher evaluation process in desegregated schools.
- Coordinate state, school district and school-based goals for effective implementation of multicultural goals.
- Provide adequate long term fiscal support for multicultural staff/ curriculum development.
- Provide an evaluation process to determine effectiveness of program in terms of improvement in student achievement as well as teacher practice.

Significance of the Study

Empirical research on school desegregation such as the Rand Studies (1975, 1976, 1979) indicated that multicultural education is often a major topic for staff development programs in desegregating schools. This study supports prior research studies and provides additional empirical data on the staff developers' role in implementing multicultural education programs. Documentation is provided of a practicing staff developer's experience as a peer support teacher who helps teachers improve their practice by direct and explicit modeling and demonstration of new teaching strategies as well as one who provides encouragement and support to teachers for multicultural education through indirect role functions as a change agent, facilitator, master teacher and curriculum developer.

This study and the recommendations resulting from it should be useful to educational policy makers, school administrators and teacher teams in pluralistic school settings and recently desegregated schools who are planning to implement multicultural teacher training programs.

APPENDIX

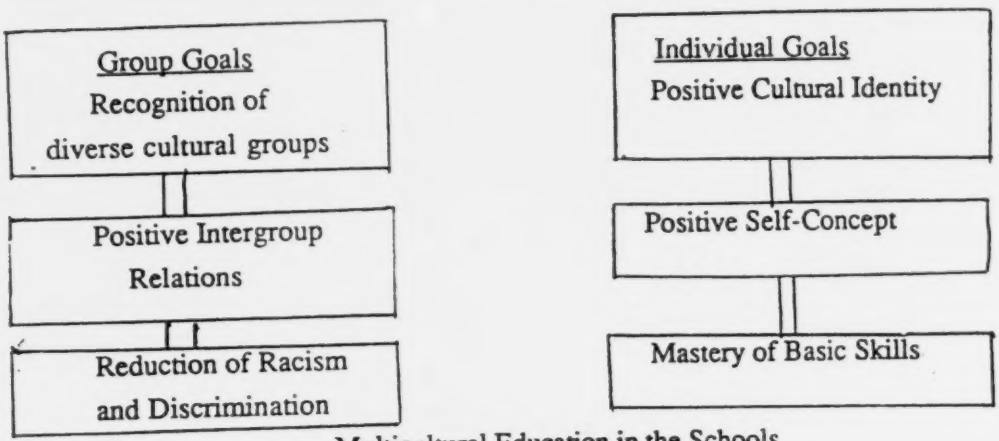
A PHILOSOPHY FOR MULTICULTURAL EDUCATION

Multicultural education is based on the belief that all people should be given respect, for their social, ethnic, religious, racial or cultural backgrounds. Cultural pluralism in American society is the foundation of multicultural education. The concept of cultural pluralism is based on the premise that individuals and groups should maintain their pride, dignity and identity in their own cultural heritage. Therefore, a main focus of multicultural education is to seek to help students develop a positive self-concept and self-image.

The process of multicultural education should provide a setting for diverse groups to learn about different cultural heritages. Thus, multicultural education aims to reduce racism and discrimination, through the planning of classroom educaional experiences which include information about the customs, heritage and contributions of various ethnic groups to society. The development of interpersonal skills which will assist the growth of increased understanding and acceptance should also be part of the multicultural classroom experience. These teaching strategies are based on the heart of multicultural edcuation which should be positive interaction and human behavior between individuals of different ethnic or racial groups.

Equally important to the basic tenets of multicultural education is the nature of teacher/pupil interactions, the quality of teacher attitudes and expectations toward diverse students. The concern for positive interactions, attitudes and expectations relates to another major tenet of the multicultural program, that all students reach their highest academic potential and mastery of basic skills in order to succeed in life.

MULTICULTURAL EDUCATIONAL GOALS



Multicultural Education in the Schools
is based on
Cultural Pluralism in American Society
Diverse Cultures,Ethnic
Linguistic and Racial Groups

EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES FOR INTEGRATED EDUCATION

Developed by Dr. Brenda B. Brown

Educational Goals:

- To preserve the individual cultural heritages by infusing cultural knowledge into school curriculum.
- To understand cultural pluralism in our society through the study of diverse cultures.
- To provide educational preparation for full participation on the part of all people in our democratic society.
- To recognize and affirm diversity and respect for all ethnic groups.
- To preserve the cultural integrity of each student.

Instructional Objectives

- To compare cultural groups' customs, beliefs, experiences, languages, history and contributions to our society.
- To identify similarities and diversity among different cultural groups.
- To describe cultural, ethnic and intergroup experiences.
- To write accounts of ethnic and cultural experiences.
- To recite poetry and stories by authors representing different cultural and ethnic groups.
- To learn and recall positive historical information about various cultural groups.
- To listen to the music of diverse cultural groups.
- To participate in cultural activities, festivals, holidays and celebrations.
- To analyze cultural conflict and discrimination.
- To develop positive solutions to social and cultural conflict.
- To contrast positive and negative intergroup and intercultural experiences.
- To apply new skills and knowledge for improved intergroup relations.
- To develop concepts, generalizations and understandings about diverse cultures

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